

The Link between Personality Types and Reading Comprehension Achievement of the Eleventh Grade Senior High School Students

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Abstract

The aims of this study were (1) to find out whether each type of personality types had any significant correlation to reading comprehension achievement of the eleventh grade students of SMA Muhammadiyah 1; 2) to find out whether each type of personality types influenced reading comprehension achievement, and (3) which type of personality that became the best predictor of reading comprehension achievement. The method of this research was correlational research. The population of this research was all of the active students of SMA Muhammadiyah 1 Palembang in the academic year of 2018-2019 with total number of 1.298 students. However, there were only 132 students involved as sample in this research taken by using convenience sampling method. The students' personality type score was taken by distributing questionnaire by Golberg (1992), while the students' reading comprehension achievement was obtained by conducting reading test. To answer the first problem, Pearson Product Moment Correlation Coefficient was employed. The result of this study showed that there was no significant correlation between each type of personality types and reading comprehension achievement. Since there was no significant correlation, further analyses were eliminated.

Keywords: personality types, reading comprehension achievement

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Introduction

Nowadays, English is recognized as an international language in every country. There are some reasons why English is considered as international language (Astrid et al., 2019; Erlina et al., 2020; Marzulina et al., 2018; Mukminin, Ali, & Ashari, 2015). First, according to McKay (2002), English is as an international language, because it is used in a global sense for international communication in every country. Moreover, Canale (1983) argues that English is used as an international language pedagogy. Thus, English is known as an international language because it is used by people in every country to contact among each other. As a foreign language, English is taught to students at school. It can be seen by some facts. Crystal (2003) states that English becomes the compulsory subject to be taught for students at school it should be learned from junior high school up to senior high school (as cited in Saputra & Marzulina, 2014, p. 186). In brief, English is important for Indonesian students to learn English.

There are four skills of English that must be mastered by Indonesian students. The four basic of language skills classified into two categories. Those categories are productive skills and receptive skills (Abrar et al., 2018; Habibi, Sofwan, & Mukminin, 2016; Makmur et al., 2016; Marzulina et al., 2019; Mukminin et al., 2018; Soma, Mukminin, & Noprival, 2015). Maung (2014) explains that among these four skills, speaking and writing are called productive skills because when learners are using these skills, they are not only active but also produces sounds in speaking and symbols. Moreover, Husain (2015) describes that listening and reading are

considered receptive skills because learners generally passive and receives information through listening or reading.

Considering as one of receptive skill, there are some reasons why reading is necessary for students to learn. First, Pang, Muaka, Bernhardt, and Kamil (2003) explain that reading is a principle basic in educational aim. It gives a chance for everyone to know a new knowledge. Second, reading has become a necessary part to acquire a valuable source of information for learners that can improve his or her thinking to generate ideas and solve problems (Wood 1991). The last, Hornby (2005) claims that reading is necessary to be learned because when the students learn the other three skills they need to have background knowledge and it can be extended by reading. Therefore, from those reasons, it can be inferred that reading is necessary to be mastered. However, in real situation most of students are still lazy to read, which can be seen from the data showing that the Indonesian's interest is still low. Ali and Bano (2012) describe the statistical data that show adults spend 45% of their time in listening, 30% in speaking, 16% in reading and 9% in writing. Many students do not like reading. The Indonesian prefers to play games or gadget than reading some books. In conclusion, most of Indonesian students do not like to make reading activity due to some facts showed.

There are many personalities and affective factors that have relationship with students' language learning, test performance and academic performance. According to Ehrman, Leaver and Oxford (2003) the five aspects of factors are: Extraversion, Agreeableness, Conscientiousness, Openness and Neuroticism. It is also supported by Dornyei (2005), who claims that, there is no one would hesitate that personality variables and types are important factors in determining our behavior in general, from an educational perspective the real question is to what extent these dispositions affect learning. It shows that in this case, among such factors of personality types is one of the internal factors that have a relationship in students' language learning itself. A preliminary study was conducted by interviewing about forty students of SMA Muhammadiyah 1 Palembang by giving an informal interview in the class when they were studying English subject. Commonly, from the students' answers, there were some problems in their reading. First, they had difficulty in understanding the important ideas in reading passages. They have difficulty with basic reading skills such as word recognition. Second, most of them also did not like reading because they think that reading is uninteresting activity. Further, I also found that most of students did not know about their own personality types, they were not aware of their own personality. Whereas, if they know the type of their personality they can establish the best way of learning and studying process. Besides, I found a problem which was also influential toward their learning process, some of them said if mood was very influential during teaching and learning process. In addition, the students also said that their comprehension depends on the way teacher delivered the materials. It is in agreement with the statement proposed by the English teacher of SMA Muhammadiyah 1 Palembang. She had explained that to know the students' comprehension is good or not, it can be seen from the first meeting, when she asked them to read a text and comprehend the aim of the text. She also added that, in learning process she paid attention to the students' personality, because if she recognized the personality types of the students, it can increase motivation and mood when learning and studying process. Actually, some students were not aware of their own personality because they were not familiar with personality type themselves.

There are some previous related studies which generally agree that there is a relationship between personality types and reading comprehension achievement. First, Boekaerts, Pintrich, and Zeidner (2000) state that a great deal of consideration has been close to the relationship between learners' personality and learning processes (as cited in Safdarian, Ghyasi & Farsani, 2014, p. 123). It was proven that in education, personality always be an important area of research for pedagogues and educational psychologists alike. It was really shown that students and the teacher should aware of personality and should identify their personality types in learning

and teaching process to get a satisfying result. Second, Vahdat, Shooshtari and Ghafoori (2016) conducted the study on the relationship between personality traits and cognitive or metacognitive strategies is assumed to have effect on reading comprehension and the result showed there is a significant relationship between some personality traits and reading comprehension. However, Bagheri and Faghih (2012) also found a research correlation analysis which showed that there is no significant correlation between personality types and reading comprehension achievement. Similarly, in other previous related study Ali and Bano (2012) found a revealed study from five personality types, each personality has different result, there was a slight significant relationship between Extraversion and reading skill, and for Agreeableness, it has a correlation which slightly significant and there is no significant correlation between neuroticism and reading skill. Meanwhile, there was significant correlation between Conscientiousness and Openness in reading skill. Since there was inconsistency among the results mentioned above, I am interested in conducting a study entitled “The Correlation between Personality Types and Reading Comprehension Achievement of The Eleventh Grade Students of SMA Muhammadiyah 1 Palembang” to find out whether or not there was a significant correlation between the personality types and reading comprehension achievements of the Eleventh grade students of SMA Muhammadiyah 1 Palembang.

Literature Review

Concept of personality types

Before explaining the role of personality types in language learning, it should be mentioned that the term “types” and “traits” can be interchangeably in this study. However, the terms types and trait are simply different concepts from psychological and theoretical points of view. Personality type theory refers to the psychological classification of different types of people and it is distinguished from personality traits, which come in different levels or degrees. Later on, based on Jung’s theory of personality type, a personality model named Myers–Briggs Type Indicator (MBTI) turned out and which is currently being used besides other personality models, e.g. Five Factor Model, Eysenck’s model of personality, as a measuring instrument in many psychologically related studies. Ozer and Benet-Martinez argued that the Big Five types of personality such as neuroticism, extraversion, openness, agreeableness, and conscientiousness have been related to a wide range of behaviors including academic achievement and job performance (as cited in Ali & Bano, 2012, p. 256). Big Five Personality Types, according to Ibrahimoglu, Unaldi, Samancioglu, and Baglibel (2013), consist of five main components of the Big Five construct or the initials of which enable the acronym OCEAN which have been defined and identified:

1. *Openness to Experience (Intellect/Imagination)* if you belong to this type your behavior will be imaginative, curious, flexible, creative, moved by art, novelty seeking, original, and untraditional. On the contrary, low openness scores indicate people who are conservative, conventional, down-to-earth, inartistic, and practical.
2. *Conscientiousness* if basically your types are systematic, meticulous, efficient, organized, reliable, responsible, hard-working, persevering, and self-disciplined. In contrast, low conscientiousness low scorers are unreliable, aimless, careless, disorganized, late, lazy, negligent, and weak-willed.
3. *Extraversion* refers to the individual who belong to the type are sociable, gregarious, active, assertive, passionate, and talkative in social situation. While individuals with low levels of extroversion are passive, introverted, timid, quiet, preferring solitude, reserved withdrawn and restrained.
4. *Agreeableness* there are some typical individual personality such as friendly, good-natured, likeable, kind, forgiving, trusting, cooperative, modest, and generous. While an individual

with low level belong to who are cold, cynical, rude, unpleasant, critical, antagonistic, suspicious, vengeful, irritable, and uncooperative.

5. *Neuroticism* refers to the individuals display the negative effects and emotions like feeling worrying, anxious, insecure, depressed, self-conscious, moody, emotional, and unstable. On the other hand, people with low levels of neuroticism are calm, relaxed, unemotional, hardy, comfortable, content, even tempered, and self-satisfied.

Concept of reading

Reading is the way of communication between writer and a reader. When readers read written text of a writer, whether it forms in symbols, letters, graphs, etcetera. It means they do an interaction indirectly through the text. Readers try to get the meaning from what they read. According to Patel and Jain (2008), besides as a resource of information, reading also as a means of consolidating and extending one's knowledge of the language (as cited in Elita, 2017, p. 12). The reading process is a dynamic process and everyone must find their own recipe to become a successful reader while reading comprehension is a process in which students make sense of the written text in order to get information and knowledge from the text. Thus, to comprehend the text, readers need good ability in reading skill. Many experts have different definitions about reading comprehension. Brown (2001) claims that reading comprehension is primarily a matter of developing relevant, efficient comprehension strategies. Comprehension is directly influenced by all three phase of the reading process such as before, during and after. It supported by Kruidenier which argued that reading comprehension includes all elements of reading process, described in earlier section of this review, action together (as cited in Anggraini, 2017, p 27). Each phase has a set of skills that are common to all successful readers. First, in pre-reading readers need to apply specific strategies, including scanning and guessing, to survey the type of the text they are going to read and recognize its difficulties. Then, they read and relate it to their schemata, and predict the content. Second is while-reading. In this stage, learners need a method to comprehend the text such as questioning. The teacher can ask learners about the question related to the passage and also clarify the answer to the students. The last is in post-reading, teacher needs to evaluate the method which is used by students and the quality of their comprehension. It means that reading students not just read the reading material, but also try to interpret the content of the text. Then, Pang et al (2003) claim that reading comprehension is about relating prior knowledge to new knowledge contained in written texts. Comprehension is an active process in the construction of meaning. In order to construct meaning of the text in reading activity, students have to have a good reading comprehension.

If the students have a good reading comprehension, the students are able to have a good reading achievement. In this process, readers try to combining their knowledge and experience before to catch the meaning of the text. Furthermore, Pratiwi (2014) adds that reading comprehension refers to reading for meaning, understanding, and entertainment. It means reading not just read the text but also try to comprehend the meaning well. Comprehension is an active process in the interpretation of meaning. In order to construct meaning of the text in reading activity, students have to have a good reading comprehension. If the students have a good reading comprehension, so the students are able to have a good reading achievement.

From the experts' theories above, it can be concluded that reading comprehension achievement is a process of readers to read by interpret the text and combining their knowledge and experience about the text to understanding the meaning of text. In conclusion, reading comprehension is the result of the students' understanding of texts. Students are usually given a test in order to the students' achievement. By doing the test, students' achievement can be measured.

Methods

Research design, research Site, Sampling, and Participants

This study used correlational research design in term of explanatory to find out the correlation between variables and explained and interpreted the results that may appear. The samples were given questionnaire and speaking test in order to collect the data. The population of this study was all of the active students of SMA Muhammadiyah 1 Palembang in the academic year of 2018-2019 consisting of 1.298 students. The sample was taken by using convenience sampling method. It was a type of non probability or nonrandom sampling technique in which the sample members of the target population that meet certain practical criteria. I involved only four classes of the eleventh grade students in this study because they were allowed to be the samples in this study. In this study, 132 students of the eleventh grade students' of SMA Muhammadiyah 1 Palembang were involved as the sample of the study. The sample was considered by their equal background knowledge since they were taught by the same teacher.

Data collection

Personality Types questionnaire and reading test were used to collect the data. Since, the questionnaire, International Personality Item Pool (1992) was ready made, there was no need to conduct the validity test anymore. Moreover, Fraenkel, Wallen, and Hyun (2012) states that to decide if the questionnaire is reliable, the coefficient should be at least 0.70 or higher. Furthermore, The items of IPIP have compared with the raw personality inventory, one compared to NEO-PI-R. IPIP has an alpha coefficient of 0.64 to 0.88, while from the items of NEO-PI-R. IPIP has an alpha coefficient of 0.61 to 0.84. It is indicated that the items in the IPIP have a good enough reliability. Thus, the questionnaire was valid and reliable as the instrument to collect the data. For the reading test, I asked three lectures from UIN Raden Fatah Palembang to be validators. The result showed that instrument of reading test could be used in this research. Based on the result of the reliability test using Pearson Product Moment Correlation Coefficient, it showed that there were very strong correlation among them with correlation coefficient .84. Therefore, the questionnaire and reading test were valid and reliable to be used in data collection.

Data analysis

Firstly, to analyze the data in this study, the data from the questionnaire were analyzed to determine students' personality types. There were 50 items in the questionnaire. This questionnaire using point Likert- type scale and the response option was a value of 1 (*disagree*) to 5 (*agree*). The total score is average for each domain, ranging from 1 to 5, with the highest score is 250 and the lowest score is 5. It was done by calculating the scores of each type, and then the type which has the dominant score was decided as the students's personality types. For instance, a student total score of item extraversion is bigger than the other types it means that that students' dominant type is extraversion. In reading comprehension test, students' achievement was scored by calculating each correct answer. The correct answer was scored 1 and the incorrect one is 0. Second, a normality test was used to determine whether sample data drawn from a normally distributed population or not. Therefore, I applied Kolmogorov-Smirnov test by using SPSS 23. The data are distributed normally if the p-value is higher than 0.05 ($p > 0.05$). Third, test for linearity by using SPSS 23 was conducted in order to determine whether the data were linear or not. If the p-value (linearity) is higher than 0.05 ($p\text{-value} < 0.05$), the data are linear. Finally, to analyze the data obtained from the questionnaire, and student's reading comprehension achievement test in order to see the correlation and influence, and the best predictor between one variable and another variable, Pearson Product Moment Correlation Coefficient was used. If there was correlation, regression analysis was conducted to see the influence of students each personality type to speaking achievement of the students. The

influence of the independent variable, personality types, was gained by looking at the coefficient determination (*R Square*). In order to recognize what was the type which become the best predictor of speaking achievement. The best predictor had been seen from the coefficient determination (*R Square*) of each style. Then, the style which has the biggest *R Square* was considered as the best predictor of the reading comprehension achievement.

Findings

Results of personality types and reading comprehension achievement

The total active students in the eleventh grade of SMA Muhammadiyah 1 Palembang were 132 students all the students participated in this study. The 50 items of personality types questionnaire adopted by Goldberg (1992) were used to investigate the students' personality types. Each statement has assigned scores with the response option was a value of (1 = *disagree*; 5 = *agree*). It was done by calculating the scores of each type, and then the type which has the dominant score was decided as the students' personality types. For instance, a student total score of item extraversion is bigger than the other types it means that that students' dominant type is extraversion. It was found that 19 students (12.92 %) were indicated having a dominant Extraversion type, 48 students (32.65 %) were indicated having a dominant Agreeableness type. There was found that 38 students (25.85%) having a dominant type of Conscientiousness, there were 29 students (19.72 %) who had Openness personality and the rest of them were dominant for Neuroticism (8.84 %).

In this study, there were 15 samples who had 2 dominant personality types. Consequently, the total was 147. The result of reading comprehension achievement showed that 9 (27.55%) out of 132 students were in very good category, 49 (37.12%) out of 132 students were in the good category, 54 (40.90%) out of 132 students were in the average, 19 (14.39%) out of 132 students were in poor category and last 1 (0.75%) were in very poor category. From the data, it can be seen concluded that most of students' reading comprehension achievement mentioned above was in the level of average category.

The results of normality test and linearity test

In this step, I conducted normality test to find out whether the data were normally distributed or not, for the further analysis. Furthermore, the data are interpreted normal if $p > 0.05$. If $p < 0.05$, it means the data are not normal. Kolmogorov-Smirnov is used to see the normality. From the result of normality test, it indicated that the data from each variable were found normal and appropriate for data analysis with coefficients .063 for Agreeableness personality type, data analysis with coefficients .064 for Conscientiousness personality type, data analysis with coefficients .200 for Extraversion personality type, data analysis with coefficient .200 for Neuroticism personality type, data analysis .012 for Openness personality type and .014 for reading comprehension achievement.

Furthermore, the result of linearity test showed that the deviation from linearity between personality types and reading comprehension achievement (sig) were .972 for Conscientiousness personality type and reading comprehension achievement, .963 for Agreeableness personality type and reading comprehension achievement, .077 for Openness personality type and reading comprehension achievement, .064 for Neuroticism personality type and reading comprehension achievement, .267 for Extraversion personality type and reading comprehension achievement. Thus, based on the data above, the result showed that the data of each type of personality and reading comprehension achievement higher than .05, it means that all of the data were linear.

Correlation between personality types and reading comprehension achievement

In this study, Pearson Product Moment Correlation Coefficient was used to seek the significant correlation between each type of personality types and reading comprehension achievement. I used

Pearson Product Moment Correlation Coefficient to answer the first question. Moreover, based on the correlational analysis which can be seen in the Table 1, 2, 3, 4 and 5. It revealed that the p-output was .980 for Consciousness and reading comprehension achievement, the p-output was .765 Openness and reading comprehension achievement, the p-output was .319 for Agreeableness and reading comprehension achievement, the p-output was .363 for Neuroticism and reading comprehension achievement, and the p-output was .501 for Extraversion and reading comprehension achievement, which were higher than 0.05 (.980 > 0.05), (.765 > 0.05), (.319 > 0.05), (.363 > 0.05) and (.501 > 0.05). Therefore, these scores were higher than .05. It indicated that there was no significant correlation between each type of personality type and reading comprehension achievement.

Table 1. The correlation between consciousness and reading comprehension achievement

Correlations			
		Consciousness	Reading
Consciousness	Pearson Correlation	1	.004
	Sig. (2-tailed)		.980
	N	38	38
Reading	Pearson Correlation	.004	1
	Sig. (2-tailed)	.980	
	N	38	132

Table 2. The correlation between openness and reading comprehension achievement

Correlations			
		Openness	Reading
Openness	Pearson Correlation	1	.058
	Sig. (2-tailed)		.765
	N	29	29
Reading	Pearson Correlation	.058	1
	Sig. (2-tailed)	.765	
	N	29	132

Table 3. The correlation between agreeableness and reading comprehension achievement

Correlations			
		Agreeableness	Reading
Agreeableness	Pearson Correlation	1	-.147
	Sig. (2-tailed)		.319
	N	48	48
Reading	Pearson Correlation	-.147	1
	Sig. (2-tailed)	.319	
	N	48	132

Table 4. The Correlation between Neuroticism and Reading Comprehension Achievement

Correlations			
		Neuroticism	Reading
Neuroticism	Pearson Correlation	1	.275
	Sig. (2-tailed)		.363
	N	13	13
Reading	Pearson Correlation	.275	1
	Sig. (2-tailed)	.363	
	N	13	132

Table 5. The correlation between extraversion and reading comprehension achievement

Correlations			
		Extraversion	Reading
Extraversion	Pearson Correlation	1	.164
	Sig. (2-tailed)		.501
	N	19	19
Reading	Pearson Correlation	.164	1
	Sig. (2-tailed)	.501	
	N	19	132

Therefore, since the data provided showed that there was no significant correlation between each type of learning styles and speaking achievement, the further analyses were not conducted in the term of finding the significant influence between each type of personality type and reading comprehension achievement and the type which might be the best predictor of reading comprehension achievement. In the other words, the second and the third problems were automatically eliminated.

Discussion

The discussion was made based on the result of data analysis in order to strengthen the value of this study. The distribution of the result of personality types, also showed that 48 (32,65%) of the students were dominant for Agreeableness. There were students who have Agreeableness personality types because most of students agreed that they did not get stressed easily, they were relaxed most of the time, they seldom felt sad, they did not get depressed and they did not have interpersonal problems. In short, most of students felt flexible, helpful, sympathetic, warm, kind, courteous, and appreciate with either people around them or their lives. McCrae and Jhon (1992) state that Agreeableness is some aspects of humanity such as altruism, nurturance and emotional support. The personality of Agreeableness appears to people who are less conflict, more helpful, and less prejudiced. The students of SMA Muhammadiyah 1 Palembang typically polite, friendly and cooperative because the school was really religious, the teacher applied and taught them to be polite to others. Therefore, they have been used to be polite and have good attitude.

It is in line with the study conducted by Shahab (2016) in which most of students got high scores in Agreeableness. Meanwhile, the Consciousness students felt responsible, discipline

organized, careful, mindful and related to the hardworking success orientation and tenacity. The Openness students felt creative, curious, imaginative, reflective and adventurous. The Extraversion students felt active, energetic, talkative, cheerful, and comfortable. The Neuroticism students were more patient, confident and respectable on emotion. Therefore, some students displayed and brought out their personality type to the society and other focus on the achievement.

Based on the analyses of the questionnaire and reading test scores, it revealed that personality types and reading comprehension achievement had no significant correlation of the eleventh grade students of SMA Muhammadiyah 1 Palembang. That was why I did not analyze the second problem of study. In the same line, Bagheri and Faghieh (2012) showed that there was no significant correlation between the students' personality types, reading comprehension achievement. Ghazi, Shahzada and Ullah (2013) also found that there was no significant correlation between the students' personality traits and their academic achievement. Pareudi (2012) found that there was no significant correlation between personality and English proficiency. In contrast, some researchers like Margareta (2012), and Afriani (2017) found that there was significant correlation between personality and other variable. Meanwhile, other previous related studies showed the different significant correlations of each type of personality traits and English.

There were some factors that caused this insignificant correlation to happen between each type of personality type and reading comprehension achievement. The students have some factors either inside or outside which affected to their language learning achievement. Donyei (2005) defines that the factors of personality types is one of the internal factors that have a relationship in students' language learning. According to Enyong, David, and Umoh (2014), the factors of students failure internal such as intelligent, self- concept, gender, maturation, study habit, home background and others have been extensively explored as being responsible in achieving the success of English especially in secondary school. From those statements, I considered that the eleventh grade students had other internal factors that caused them to be not interested to improve English. They probably had either poor ability or less memory of learning English and got unwillingness on going the test. Finally, personality types and reading comprehension achievement were not associated this study and it found that there was no significant correlation and influence between each type of personality types and reading comprehension achievement of the eleventh grade students of SMA Muhammadiyah 1 Palembang.

Conclusion

After the research was conducted at the eleventh grade students of SMA Muhammadiyah 1 Palembang, the major findings were summarized as follows. First, according to the result of IPIP Bigfive Questionnaire, the most type of eleventh grade students' personality types was Agreeableness. Then, the result of the students' reading comprehension achievement indicated that their reading score belonged to the average result. Second, based on the result of Pearson Product Moment Correlations between personality types and reading comprehension achievement, it classified the correlation was insignificant correlation. The research's result can be interpreted that there are some factors in each side of the variables. The other factors such as intelligence, motivation, interest, anxiety, self-concept, family background, learning styles, self-esteem, and so on can be another variable which will be correlated. Consequently the students got difficulties in each section and answered easily.

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